

# LOOK IN THE LAKE Concentration Pairs

This classic game of requires spatial memory and integrates pronunciation and making sentences.

Game Objective

- To collect the most pairs of cards

## Language Objectives

- To recognize and pronounce words carefully
- To distinguish words with similar sounds
- To pronounce plural nouns with /s/, /z/ and /iz/ endings
- To practice making sentences appropriate for the level

## Getting Ready

- Choose pairs of picture cards from one or more Look in the Lake decks. Use 12–13 pairs for regular games. Use 6–7 pairs for short games.
- Form groups of 2 to 5 players.
- Shuffle or mix the cards.
- Lay the cards on the table or other playing surface. You can put them neatly in rows and columns or randomly in various directions.

## The First Player

- Turn over any of the cards on the surface in the same spot so that all players can see it. Declare what the picture is, e.g., “This is a duck.”
- Turn over any other card in the same spot and declare what the picture is.
- If the second card has a matching picture, do the following.
- Declare: “This is a duck, too. I found a pair of ducks.”
- Take the pair of matching cards, put them in a pile in front of you.
- If the second card is different from the first card, say what it is and continue as follows.
- Declare: “This is a dog. A duck and a dog are different. I didn’t find a pair.”
- Turn each of the two cards face down in their same spots.

- Call the name of the person to your left. “Ming, it’s your turn.”

## Remaining Players

- Turn over two cards on the table and continue as described above. Be sure to declare what each picture is.
- Practice any other language patterns that your teacher prepares for you.\*

## Ending the game

- The game ends when the players have removed all of the cards from the table and spoken their sentences.
- The player with the most matching pairs is the winner.
- Each player reviews the pairs they found. “I found two ducks. I have a pair of ducks.”

## Game-playing Strategy

- Try to concentrate on the pictures and their locations. If you remember their locations, you can find matching cards more effectively.
- Here’s a card-playing strategy: For the first card that you choose to view, pick an “unknown” picture. In that way, you will have a better chance of turning over a matching second card.

## Language

Vary the language requirements depending on the students' language proficiency. Here are some possibilities.

### The player turns over different cards

- Map. Mop.
- It's a map. It's a mop. Different.
- This is a map. This is a mop.
- This is a map. This is a mop. A map is not a mop.
- This is a map. This is a mop. A map and a mop are different.
- This is a map. This is a mop. A map and a mop are different. I didn't find a pair.
- This is a map. This isn't a map. It's a mop. A map and a mop are totally different, aren't they? (falling intonation)
- This is a map. This isn't a map. It's a mop. A map and a mop don't match, do they? (falling intonation)
- Alex turned over / found / revealed / located a map. Then he turned over / found / revealed / located a mop. A map and a mop are different. He didn't turn over / find / reveal / locate a pair. Too bad for Alex.

### The player turns over the same cards

- Sax. Sax.
- Sax. Sax. Same.
- It's a sax. It's a sax, too.
- This is a sax. This is a sax, too.
- This is a sax. This is a sax, too. They're the same.
- This is a sax. This is a sax, too. I found a pair of saxes.
- This is a sax. This is a sax, too. I have a pair of saxes.

- This is a sax. This is a sax, too. I turned over two saxes.
- This is a sax. This is a sax, too. They're both saxes.
- Alex turned over / found / revealed / located a sax. Then he turned over / found / revealed / located another sax. Now he has a pair of saxes. Lucky Alex!

### At the end of the game

Players make take turns making sentences about the cards their classmates found. Classmates listen and help each other with pronunciation and sentence patterns.

- "Alex found two vans. He has a pair of vans. Victoria found two masks. She has a pair of masks."

### **Game Play Variations**

- Several players play on teams. For example, Team A has members 1-4, and Team B has members 1-5. The two teams alternate turns, and every member takes a turn in sequence: A1, B1, A2, B2, A3, B3, A4, B4, A1, B5, A2, B1, etc.
- Instead of using all 13 pairs, use 12 pairs on a 6 x 4 grid, 9 pairs on a 6 x 3 grid, or 6 pairs on a 4 x 3 grid. For example, if you want to focus on phonics or sound-symbol correspondence, you may remove a picture that doesn't follow a spelling rule, e.g., "comb". If you want to avoid a difficult sound, such as "th," you may remove "bath". If the student desks are small, or you want a shorter activity, choose 6-9 pairs.
- If a player finds a pair, s/he continues to take another turn until failing to find a pair.